

**UNIVERSITY OF CALIFORNIA**  
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**VIDEOCONFERENCE OF THE ASSEMBLY OF THE ACADEMIC SENATE**

**Wednesday, April 14, 2021**  
**10:00 am - 12:30 pm**

<b>I.</b>	<b>ROLL CALL OF MEMBERS</b>	<b>2</b>
<b>II.</b>	<b>MINUTES [ACTION]</b>	
	Approval of the Draft Minutes of the Meeting of February 10, 2021	3-7
	Appendix A: Assembly Attendance, February 10, 2021	8
<b>III.</b>	<b>ANNOUNCEMENTS BY THE CHAIR</b>	
	▪ Mary Gauvain	
<b>IV.</b>	<b>REPORTS OF STANDING COMMITTEES [INFORMATION/DISCUSSION/ACTION]</b>	
	<b>A. Academic Council</b>	
	▪ Mary Gauvain, Chair, Academic Council	
	1. Statewide Eligibility Index Adjustment	9-20
	2. Nomination and Election of the Vice Chair of the 2021-22 Assembly	21-23
<b>V.</b>	<b>ANNOUNCEMENTS BY THE PRESIDENT (11:00AM)</b>	
	▪ Michael Drake	
<b>VI.</b>	<b>ANNOUNCEMENTS BY THE PROVOST (11:00AM)</b>	
	▪ Michael T. Brown	
<b>VII.</b>	<b>SPECIAL ORDERS</b>	
	<b>A. Consent Calendar [NONE]</b>	
<b>VIII.</b>	<b>UNIVERSITY AND FACULTY WELFARE REPORT [NONE]</b>	
<b>IX.</b>	<b>REPORTS ON SPECIAL COMMITTEES [NONE]</b>	
<b>X.</b>	<b>PETITIONS OF STUDENTS [NONE]</b>	
<b>X.</b>	<b>UNFINISHED BUSINESS [NONE]</b>	
<b>XI.</b>	<b>NEW BUSINESS</b>	

## **I. Roll Call**

### **2020-21 Assembly Roll Call April 14, 2021**

#### **President of the University:**

Michael Drake

#### **Academic Council Members:**

Mary Gauvain, Chair.

Robert Horwitz, Vice Chair.

Jennifer Johnson-Hanks, Chair, UCB

Richard Tucker, Chair, UCD

Jeffrey Barrett, Chair, UCI

Shane White, UCLA Chair

Robin DeLugan, Chair, UCM

Jason Stajich, Chair, UCR

Steven Constable, Chair, UCSD

Sharmila Majumdar, Chair, UCSF

Susannah Scott, Chair, UCSB

David Brundage, Chair, UCSC

Eddie Comeaux, Chair, BOARS

Amr El Abbadi, CCGA Chair

F. Javier Arsuaga, Chair, UCAADE

Susan Tapert, Chair, UCAP

Daniel Potter, Chair, UCEP

Shelley Halpain, Chair, UCFW

Richard Desjardins, Chair, UCORP

Sean Malloy, Chair, UCPB

#### **Berkeley (5)**

Suzanne Fleiszig

Colleen Lye

Adair Morse

Nathan Sayre

David Wagner

#### **Davis (6)**

Joe Chen

Hans-Georg Mueller

Joel Hass

Robert Powell

TBD (2)

#### **Irvine (4)**

Elliott Currie

Andrej Luptak

Nancy McLoughlin

Naomi Morrisette

#### **Los Angeles (7)**

Hiram Beltran-Sanchez

Nicholas Brecha

Jessica Cattelino

Mansoureh Eghbali

Ann Karagozian

William Marotti

Peter Tontono

#### **Merced (1)**

Jessica Trounstone

#### **Riverside (2)**

Peter Chung

Isgouhi Kaloshian

#### **San Diego (5)**

Mariana Cherner

Seana Coulson

Stephanie Mel

Daniel Widener

Dean Tullsen

#### **San Francisco (5)**

Bo Huang

Jae-Woo Lee

Dyche Mullins

Marek Brzezinski

Linda Centore

#### **Santa Barbara (3)**

Bassam Bamieh

Isabel Bayrakdarian

Yuedong Wang

#### **Santa Cruz (2)**

Patricia Gallagher

Judith Habicht-Mauche

#### **Secretary/Parliamentarian**

Andrew Dickson

## VIDEOCONFERENCE MEETING OF ASSEMBLY OF THE ACADEMIC SENATE

February 10, 2021

## MINUTES OF MEETING

**I. ROLL CALL OF MEMBERS**

Pursuant to the call, the Assembly of the Academic Senate met on Wednesday, February 10, 2021. Academic Senate Chair Mary Gauvain presided and called the meeting to order at 10:00 am. Senate Director Hilary Baxter called the roll of Assembly members and confirmed a quorum. Attendance is listed in Appendix A of these minutes.

**II. MINUTES**

**ACTION:** The Assembly approved the minutes of December 9, 2020.

**III. ANNOUNCEMENTS BY SENATE LEADERSHIP**

- **Mary Gauvain, Chair**
- **Robert Horwitz, Vice Chair**

Regents News: The January Regents meeting included a discussion about the report and recommendations of the Feasibility Study Working Group, which was charged with determining the viability of developing a new exam for use in UC undergraduate admissions that would replace the SAT by 2025. The Working Group found that it would not be feasible for UC to develop a new test by 2025, but recommended exploring the use of a modified Smarter Balanced assessment as a possible tool. Later this year, the Regents are expected to continue their discussion of UC's potential affiliations with external religiously-based healthcare organizations.

State Budget: The Governor's preliminary January budget makes up less than half of last year's \$300 million cut to the University, and includes several expectations related to a "dual admission" program for California Community College students, a 10% increase in online instruction, and other line-item funding for specific research projects. The Academic Senate is discussing the extent to which such expectations and line items intrude on the faculty's authority to regulate academic matters and classroom practices and constrain UC's ability to identify and fund its own priorities.

COVID-19: The Senate Chair and Vice Chair participate in a weekly meeting on the University's vaccine distribution plans hosted by UC Health. The biggest current challenge is that vaccine supply lags demand. The University understands that reopening campuses for in-person instruction in fall 2021 will depend on successful and broad distribution of the vaccine. The University is also discussing a possible vaccine mandate for faculty, staff, and students.

Campus Safety Symposia: A systemwide symposium on February 2 organized by President Drake featured speakers on policing, social justice, and campus safety issues. There is also a follow-up symposium planned for March 24 to discuss recommendations and best practices, in anticipation of a Regents presentation in May, and policy changes in fall 2021.

## IV. REPORTS OF STANDING COMMITTEES

### A. Academic Council

#### 1. Revision to Senate Bylaw 336.F.8

At its January 27, 2021 meeting, following a systemwide Senate review, the Academic Council approved an amendment to Senate Bylaw 336.F.8, calling for the use of the “preponderance of evidence” standard in P&T hearings for cases of alleged violation of the University’s Policy on Sexual Violence and Sexual Harassment (SVSH). Council recommends Assembly approval. The revision adjusts prior language in SB 336.F.8 permitting Senate Privilege and Tenure proceedings to use the “clear and convincing” evidentiary standard for cases involving SVSH. The revision aligns with new federal Title IX regulations requiring UC to use a single evidentiary standard in all SVSH cases, regardless of the respondent’s identity (student, staff, or faculty), and also California law requiring UC to use the “preponderance” standard in SVSH matters involving students. UC Legal attorney Joshua Meltzer joined the meeting to answer questions.

- An Assembly member asked about the durability of the new Title IX regulations given the different priorities of the incoming Biden Administration. Mr. Meltzer responded that he expects the new administration to make changes to Title IX regulations, but the changes are unlikely to affect evidentiary standards for sexual misconduct.
- Chair Gauvain encouraged Assembly members to consider the issue in the context of current national conversations about how systemic institutional practices may embed privileges for certain groups and include barriers to equity and fairness. She noted that the revision will not affect tenure privileges for faculty or academic freedom. An Assembly member stated that faculty should be held to the same standard of evidence as students and staff, and in addition to the practical matter of aligning Bylaw 336 with state and federal law, the revision supports and advances equity across the UC community.

**ACTION: A motion to endorse the revision was made and seconded. The motion passed 53 in favor and one opposed with one abstention.**

## V. UNIVERSITY AND FACULTY WELFARE REPORT

### ▪ Shelley Halpain, Chair, University Committee on Faculty Welfare

Curtailment: In November, UCFW, its Task Force on Investment and Retirement (TFIR), and UCPB sent a joint letter to the Academic Council advocating for rejection of a proposed campus curtailment plan, based on concerns about its equity and effectiveness. Council also endorsed UCFW and TFIR’s request that salary actions in the curtailment plan protect retirement benefits for UCRP 2016 tier participants who had selected the defined contribution plan.

Mitigating Negative COVID Career Impacts on Faculty: In January, Council endorsed UCFW and UCAADE’s joint letter with recommendations for mitigating COVID’s impacts on faculty advancement, morale, work-life balance, and dependent care responsibilities. The letter states that the pandemic is affecting research activity for faculty, particularly for junior faculty and those with caregiver responsibilities and from underrepresented groups. The recommendations outline immediate actions UC can take to support faculty. These include establishing faculty career support committees to monitor that any actions pertaining to faculty research and teaching during or following the pandemic are equitable and that all communications to faculty about pandemic-

related issues are widely shared, clear, timely, and useful; providing teaching and service accommodations for highly impacted faculty, and financial support to faculty with caregiving responsibilities, possibly by repurposing conference travel funds; adjusting academic promotion expectations by assessing accomplishments in the context of pandemic circumstances based on *Achievement Relative to Opportunities* principles, and using “stop-the-clock” and deferrals only when these principles cannot be used; extending campus bridge funding mechanisms; and recognizing the pandemic’s impact on networking and leadership opportunities. The committees also made recommendations for longer-term systemic changes to better support equity, inclusion, recruitment, and retention. These include increasing on-campus child care services and faculty homeownership assistance; funding dependent care for faculty travel to scientific conferences; increasing family friendly policies; updating and redefining “excellence” and “success” in merit evaluations; and evaluating faculty holistically in recognition of the range of experiences faculty have had during this difficult period. No one should have to disclose personal reasons for pandemic-related considerations in personnel reviews.

Transparency in UC investments: In 2019, the Academic Senate petitioned the Regents to divest UC’s endowment of all investments in the 200 publicly-traded fossil fuel companies with the largest carbon reserves. The Chief Investment Officer later announced that UC had had done so as part of a “de-risking” strategy.” Council encouraged the CIO to accelerate the strategy and noted that the Senate Memorial’s intent was a permanent commitment to avoid fossil fuel investments, even if they prove less risky in the future. Council also endorsed a letter from UCFW, UCPB, UCEP, and UCORP asking the University to implement transparency and oversight measures that assure the public about the status of UC’s fossil fuel investments.

Systemic Discrimination: UCFW is investigating examples of systemic discrimination affecting faculty of color, including unequal access to UC’s faculty housing down payment assistance benefit, inadequate retention efforts for minority faculty, and a lack of transparency on measures taken by administrators to address inclusion and fairness.

Additional Concerns: UCFW and its task forces are monitoring discussions about UC’s potential affiliation with external healthcare providers that may engage in discrimination. The Health Care Task Force has established a working group to make recommendations around UC’s mental health benefits. UCFW is also discussing the status of the faculty salary scales; equity in non-compensation benefits; childcare and housing assistance; and student loan debt.

- Assembly members expressed appreciation for UCFW’s efforts to make UC a more flexible, inclusive, and supportive workplace. A member suggested additional efforts to redirect internal underspent research funds, and to work with funding agencies to sustain funding in the context of lost research opportunities. Another member encouraged the University to recognize and support faculty who care for sick or dying family members and who struggle with the long process of closure surrounding a death, noting that Covid-imposed isolation for those already struggling with grief can be overwhelming.

## **VI. ANNOUNCEMENTS BY THE PRESIDENT AND PROVOST**

- **Michael Drake, President**
- **Michael T. Brown, Provost and Executive Vice President**

COVID-19: President Drake reflected on the effects of the pandemic on the University and nation, noting that the fall/winter surge in cases and hospitalizations strained the UC medical centers, but the vaccine roll-out and recent downward trend in cases are encouraging. He said the University

receives a weekly shipment of vaccine doses from the state and has vaccinated over 90,000 health care workers and thousands of other individuals and patients, and plans to follow a 2:1 patient:staff split for future vaccine allotments. He said the University is involved in various initiatives focused on testing and vaccinating homeless, low income, and other underserved communities, as well as education and outreach to these communities about the benefits of the vaccine.

Campus Safety Symposia: President Drake noted that the University is sponsoring two symposia focused on social justice as it intersects with policing and public safety. The events are intended to start a dialogue about the issues, gather different points of view, and develop best practices for making campus communities safer and more respectful. He said the project will not be easy, as no successful model exists, but effective progress is possible if participants meet in the spirit of open-minded engagement.

Sustainability: President Drake noted that the University is focused on research and policy initiatives that can have a long-term impact on combatting climate change and increasing sustainability.

UC Budget: Provost Brown noted that state support and tuition are the key components of UC's "core funds" budget that allow the University to address academic excellence, access, inclusion, and affordability. The \$136 million increase to the University's permanent general funds in the Governor's January budget makes up less than half of last year's \$300 million cut. Full restoration of the cut is UC's biggest priority. He said UCOP is developing a debt-free student program proposal, and also lobbying support for a cohort-based tuition plan, which would increase cost predictability and generate new financial aid resources. He said the University shares the Governor's interest in closing equity gaps, strengthening online learning opportunities, and improving the transfer pathway. However, UC is concerned that the mandates and line items in the state budget constrain UC's ability to identify academic priorities that will best serve the state. UCOP is also working with state officials to emphasize the importance of UC's research and graduate education missions, and is in the early stages of crafting a service-learning program that would offer students opportunities for UC credit and compensation.

CSA Audit: UCOP is finalizing its analysis of the California State Auditor report on UC's admissions processes that identified some vulnerabilities around special-talent and athletics admissions. He said the data will help guide the University in making the proper adjustments.

Faculty Salary Scales: Provost Brown thanked the Senate for its feedback on the report and recommendations of the Faculty Salary Scales Task Force, which is currently circulating for systemwide review. He said a strong UC rank and step system supports UC excellence and equity.

Assembly members asked senior administrators to comment on several issues:

- Does UC have a contingency plan for in-person instruction if a large number of students decide to reject the vaccine?

President Drake responded that the University has announced a return to in-person instruction in fall 2021 based on expectations of a 70-80% vaccination rate, and he expects all UC faculty and staff to be eligible for the vaccine before summer, and students by fall. UC is modeling a variety of in-person instruction scenarios, and will have a clearer idea about physical distancing expectations in the spring, after more data are available about vaccine delivery and effectiveness.

UC will be thoughtful about the circumstances in which students and others will return to campus, and will do everything it can to open safely and maintain a safe environment.

- How can the Senate and administration work together to disseminate the recommendations for supporting faculty and mitigating the short- and long-term impacts of the pandemic?

Provost Brown noted that faculty careers have been severely impacted by the pandemic. He said there are many ways to inform and support the campus academic communities to the concerns and recommendations, and to gather feedback. He offered to help promulgate the recommendations through administrative channels such as the campus executive vice chancellors, vice chancellors for research, and vice chancellors for academic personnel. He said another important channel is local campus Senates, and emphasized that faculty lead individual departments and programs that are closely involved with setting policies and practices for impact responses and faculty support.

**VII. NEW BUSINESS [None]**

**VIII. SPECIAL ORDERS [None]**

**IX. REPORTS ON SPECIAL COMMITTEES [None]**

**X. PETITIONS OF STUDENTS [None]**

**XI. UNFINISHED BUSINESS [None]**

The meeting adjourned at 12:30 pm

Minutes Prepared by: Michael LaBriola, Assistant Director, Academic Senate

Attest: Mary Gauvain, Academic Senate Chair

Attachments: Appendix A – Assembly Attendance Record, Meeting of February 10, 2021

## **Appendix A – 2020-2021 Assembly Attendance Record, Meeting of February 10, 2021**

### **President of the University:**

Michael Drake

### **Academic Council Members:**

Mary Gauvain, Chair.

Robert Horwitz, Vice Chair.

Jennifer Johnson-Hanks, Chair, UCB

Richard Tucker, Chair, UCD

Jeffrey Barrett, Chair, UCI

Shane White, UCLA Chair

Robin DeLugan, Chair, UCM

Jason Stajich, Chair, UCR

Steven Constable, Chair, UCSD

Sharmila Majumdar, Chair, UCSF (absent)

Susannah Scott, Chair, UCSB

David Brundage, Chair, UCSC

Eddie Comeaux, Chair, BOARS

Amr El Abbadi, CCGA Chair

F. Javier Arsuaga, Chair, UCAADE

Susan Tapert, Chair, UCAP

Daniel Potter, Chair, UCEP

Shelley Halpain, Chair, UCFW

Richard Desjardins, Chair, UCORP

Sean Malloy, Chair, UCPB

### **Berkeley (5)**

Suzanne Fleiszig

Colleen Lye

Irina Conboy (alt for Adair Morse)

Nathan Sayre

David Wagner

### **Davis (6)**

Joe Chen

Hans-Georg Mueller

Joel Hass

Robert Powell

TBD (absent 2)

### **Irvine (4)**

Elliott Currie

Andrej Luptak

Nancy McLoughlin

Naomi Morrisette

### **Los Angeles (7)**

Hiram Beltran-Sanchez

Nicholas Brecha

Jessica Cattelino

Mansoureh Eghbali (absent)

Ann Karagozian (absent)

William Marotti

Peter Tontonoz

### **Merced (1)**

Jessica Trounstone

### **Riverside (2)**

Peter Chung

Isgouhi Kaloshian

### **San Diego (5)**

Mariana Cherner

Seana Coulson

Stephanie Mel

Daniel Widener

TBD (absent 1)

### **San Francisco (5)**

Bo Huang

Jae-Woo Lee

Dyche Mullins

Mark Seielstad (alt for Marek Brzezinski)

Janice Tsoh (alt for Linda Centore)

### **Santa Barbara (3)**

Bassam Bamieh

Isabel Bayrakdarian (absent)

Yuedong Wang

### **Santa Cruz (2)**

Patricia Gallagher

Judith Habicht-Mauche

### **Secretary/Parliamentarian**

Andrew Dickson



### **III. ANNOUNCEMENTS BY THE CHAIR**

- **Mary Gauvain**

### **IV. REPORTS OF STANDING COMMITTEES**

#### **A. Academic Council**

- **Mary Gauvain, Chair**

#### **1. Revisions to Statewide Eligibility Index**

**Background and Justification:** In January 2021, BOARS approved a new model and minimum thresholds for the Statewide Eligibility Index, which currently identifies the top 9% of California high school graduates eligible for UC based on an index involving both high school GPA and standardized test scores. Changes to the index are needed to conform with the Regents decision to phase out standardized testing. BOARS considered several models, and decided on one that uses HSGPA and the number of A-G courses completed in 10<sup>th</sup> and 11<sup>th</sup> grades and expected in 12<sup>th</sup> grade. The new model is expected to capture competitive students, and also projects more diversity among URM groups. The change to the index does not affect the Eligibility in the Local Context pathway, which extends eligibility to the top 9% of high school graduates in each high school based on GPA.

**ACTION REQUESTED:** The Assembly is asked to endorse the Council recommendation.



**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)**

**Eddie Comeaux, Chair**

[eddie.comeaux@ucr.edu](mailto:eddie.comeaux@ucr.edu)

Assembly of the Academic Senate

1111 Franklin Street, 12<sup>th</sup> Floor

Oakland, CA 94607-5200

February 18, 2021

**MARY GAUVAIN, CHAIR  
ACADEMIC COUNCIL**

**RE: Statewide Eligibility Index Adjustment**

Dear Mary,

The Board of Admissions and Relations with Schools (BOARS) continues to grapple with the changing assessment landscape available for California high school graduates seeking admission to the University of California. Prior to admission/selection decisions, there are eligibility requirements, which include completion of the A-G course sequence and, until recently, standardized test scores. These data were used in conjunction to identify the minimum level of academic achievement needed to be eligible for a guarantee of admission under the statewide context. BOARS has been working with the Office of the President to identify new minimum thresholds for this Statewide Eligibility Index, and we thank our colleagues in the offices of Institutional Research and Academic Planning (IRAP) and Graduate, Undergraduate and Equity Affairs (GUEA).

Senate Regulation 466<sup>1</sup> states that BOARS, with the concurrence of the Academic Council and the Academic Assembly, is responsible for adjusting the index when appropriate.

**To be clear, this recalibration will not change the “9x9” policy or alter the target of 9% of public high school graduates who should receive a statewide guarantee. It will only change how those 9% are identified.**

After careful consideration of multiple data points (note enclosure), BOARS has decided that the new Statewide Eligibility Index shall be based on High School GPA + Number of A-G courses completed in grades 9-11 and expected in grade 12. BOARS considered equity issues and the potential impact on student success, among other contextual factors, and voted unanimously to support this option. We recommend that this change be implemented for students applying for enrollment as freshmen in fall 2022.

Because further changes to the Index are likely given the ever-changing admission landscape, refined data will be needed to support public communications.

Thank you for your support,

<sup>1</sup> <https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart2.html#r466>

Sincerely,

Eddie Comeaux  
BOARS Chair

Encl.

cc: Members of the Board of Admissions and Relations with Schools (BOARS)  
Executive Director Baxter  
IRAP Director Chang  
GUEA Executive Director Yoon-Wu  
GUEA Director Lin

## Statewide Admissions Index at UC

This report provides a brief overview of the current statewide admissions index that has been used since 2015 and the index that was approved by BOARS in June 2020. It also proposes three sets of statewide admissions indices.

1. HSGPA (high school weighted, capped GPAs) and number of A-G semester courses.
2. HSGPA (high school weighted, capped GPAs) and number of honors semester courses.
3. HSGPA (high school weighted, capped GPAs), number of A-G semester courses, and number of honors courses

The report then presents the simulated results based on CA public high school applicants in Fall 2019.

### A brief overview of the statewide admissions index

#### Current Index

The current index (table on the right) was originally created in 2009 after SAT Subject tests were eliminated as an admission requirement. It was created based on high school A-G course GPAs and SAT Reasoning (Critical Reading, Math, and Writing) or ACT Composite and Writing scores. The index was used for determining the top 9% of California public high school graduates for UC statewide eligibility of applicants beginning in 2012. It was revised in 2015 when more than 9% of California high school graduates were determined as eligible students for UC admissions. About 11% of California public high school graduates in 2019 were eligible for UC admissions under this index.

#### The index approved by BOARS in June 2020

Due to elimination of the SAT Essay and the ACT ELA score requirement, the index that has been used for many years to determine the top 9% of public high school graduates was revised based on high school A-G course GPAs and SAT Math and EBRW (Evidence-Based Reading and Writing) or ACT Composite scores. The index was created based on an assumption that UC would admit the same number of eligible students for UC admissions from California public high schools as the number of eligible students under the *Current Index* described above. In other words, under this index approved by

HSGPA	Minimum UC Score	
	Current Index	Approved Index
3.00 - <3.05	277	183
3.05 - <3.10	275	181
3.10 - <3.15	273	181
3.15 - <3.20	270	180
3.20 - <3.25	268	180
3.25 - <3.30	266	179
3.30 - <3.35	263	179
3.35 - <3.40	260	178
3.40 - <3.45	257	178
3.45 - <3.50	254	177
3.50 - <3.55	251	176
3.55 - <3.60	248	174
3.60 - <3.65	245	172
3.65 - <3.70	242	170
3.70 - <3.75	238	168
3.75 - <3.80	235	166
3.80 - <3.85	231	164
3.85 - <3.90	227	161
3.90 - <3.95	224	159
3.95 - <4.00	220	156
4.00 - <4.05	216	153
4.05 - <4.10	212	150
4.10 - <4.15	207	147
4.15 - <4.20	203	143
4.20 - <4.25	198	140
4.25 - <4.30	194	135
4.30 - <4.35	189	132
4.35 or above	184	128

BOARS in June 2020, UC continues to admit about 12% of California high school graduates who meet the statewide index, rather than 9% regulated under the current 9x9 admissions eligibility structure.

## Newly proposed indices based on high school GPAs, number of A-G courses, and number of honors courses

BOARS requested that we examine several options for the statewide admissions index without test scores. The first option includes high school GPA and number of A-G courses. The second option includes high school GPA and number of honors courses. The third option includes high school GPA, number of A-G courses and number of honors courses. For all three options, we examined the possible statewide index pool based on two assumptions: 1) UC will select the top 9% of public high school graduates regulated under the current 9x9 admissions eligibility structure, and 2) UC will continue to admit about 11% of California high school graduates through the statewide index as UC did for the fall 2019 cycle.

### Methodology

#### Step 1

Three logistic regression models<sup>1</sup> were built based on the fall 2018 entering cohort. The population includes freshman enrollees from California public schools who met minimum course requirements for UC admissions as described in Table 1 below.

Table 1. Description of Logistic Regression Models

Variable	Variable Type	Model I	Model II	Model II	Description
High school GPA	Independent	Yes	Yes	Yes	Weighted, capped GPA 3.00 or above
# of A-G courses including courses complete in Grades 9 through 11, and also planned to take in Grade 12	Independent	Yes		Yes	At least 30 semester courses
# of honors courses	Independent		Yes	Yes	
First year completion at UC	Dependent	Yes	Yes	Yes	UC first year GPA 2.00 or above

<sup>1</sup> Model I:  $\text{FYR\_Completion} = -7.5963 + 2.3146 \cdot \text{HSGPA} + 0.0278 \cdot \text{AG\_Courses}$

Model II:  $\text{FYR\_Completion} = -6.1290 + 2.1962 \cdot \text{HSGPA} + 0.0397 \cdot \text{Honors}$

Model III:  $\text{FYR\_Completion} = -7.0830 + 2.1887 \cdot \text{HSGPA} + 0.0222 \cdot \text{AG\_Courses} + 0.0306 \cdot \text{Honors}$

## Step 2

1. Three models were applied to 2019 freshman applicants who met the minimum requirements for UC admissions.

2. The probability that an applicant could have a cumulative GPA of 2.00 or above by the end of the first year at UC if admitted and enrolled was calculated using three models, respectively.

Table 2. Data Description of Three Models

	#	Probability cutoff	GPA Range	# A-G Course Range	# Honors Course Range
<b>CA public HS graduates in 2019</b>					
	429,790				
<b>Model I (HSGPA + # A-G courses)</b>					
Top 9%	38,588	95.2%	3.55-5.00	31.5-116	
Top 11%	47,619	93.9%	3.27-5.00	30-116	
<b>Model II (HSGPA + # Honors courses)</b>					
Top 9%	38,696	95.1%	3.62-5.00		2-36
Top 11%	47,591	93.8%	3.57-5.00		1-36
<b>Model III (HSGPA + # A-G courses + # Honors courses)</b>					
Top 9%	38,681	95.1%	3.62-5.00	31-116	0-36
Top 11%	47,674	93.9%	3.54-5.00	30-116	0-36

3. Applicants were ranked by probability calculated above.

4. Applicants who were ranked among the top 9% or 11% were selected as those who meet the statewide index.

5. The probability cutoff, the GPA ranges, the range of number of A-G courses, and the range of Honors courses presented in the table on the right used to select the top 9% or 11% of applicants will be used to create a statewide index in the next step (simulations).

## Simulated Results Based on 2019 Applicants

Figures 1-2 below examine the makeup of the simulated statewide admission pool from the fall 2019 applicants by race/ethnicity and first generation status with respect to the types of formerly eligible students who remain under the current index and three proposed indices.

- The three models generate a very similar statewide admission pool in terms of race/ethnicity (see Figure 1.2, 1.3 and 1.4) and first generation status (see Figures 2.2, 2.3 and 2.4).
- Under the new “Index (9%)” models, the demographic makeup of eligible students would change quite a bit. The share of eligible students from underrepresented groups (URG) increases by about five percentage points, from about 25 percent under the “Current Index” (see Figure 1.1) to over 30 percent (Figure 1.2). The share of first generation college students

also increases by four percentage points, from 30.7 percent under the “Current Index” (see Figure 2.1) to 34.8 percent (see Figure 2.2)

- If UC would maintain the same eligibility rate (11%) through the statewide index, even more URG and first generation students would meet the statewide index (“Index (11%)” in Figures 1.2-1.4 and 2.2-2.4).
- With actual ELC students, the new guaranteed admission pool (“Index (9%)/ELC” and “Index (11%)/ELC” in the figures below) is more diverse as well. The proportion of URG and first generation applicants increases by about 3-4 percentage points.

Figure 1.1 Share of CA public high school graduates (HSG), UC applicants (App), current statewide index applicants, and guaranteed admits by race/ethnicity

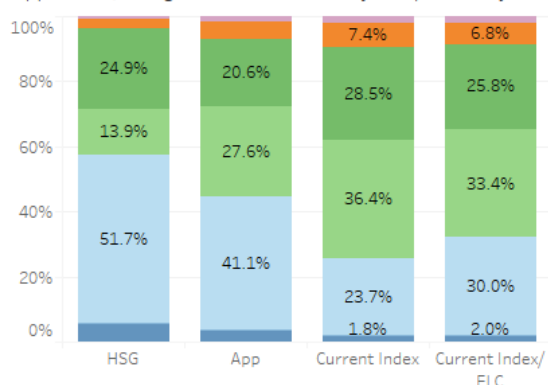


Figure 1.2 Model I: share of statewide eligible students based on HSGPA and # of A-G courses, and guaranteed admits (index + actual ELC students) by race/ethnicity

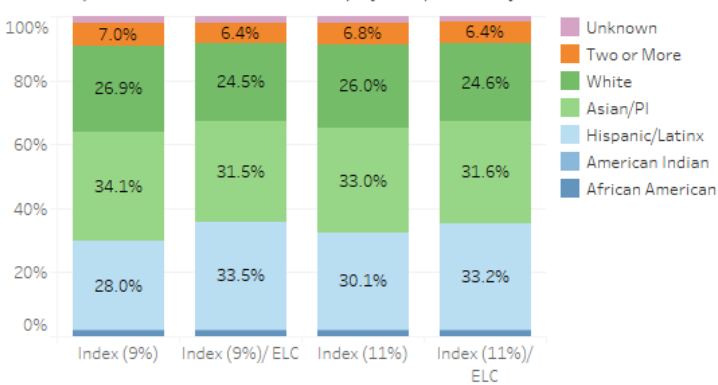


Figure 1.3 Model II: share of statewide eligible students based on high school GPA and # of honors courses, and guaranteed admits (index + actual ELC students) by race/ethnicity

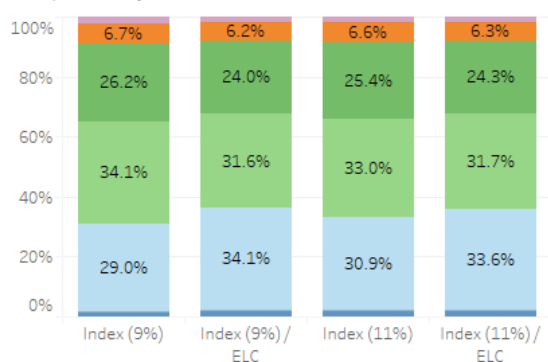


Figure 1.4 Model III: share of statewide eligible students based on HSGPA, # of A-G courses and # of honors courses, and guaranteed admits (index + actual ELC students) by race/ethnicity

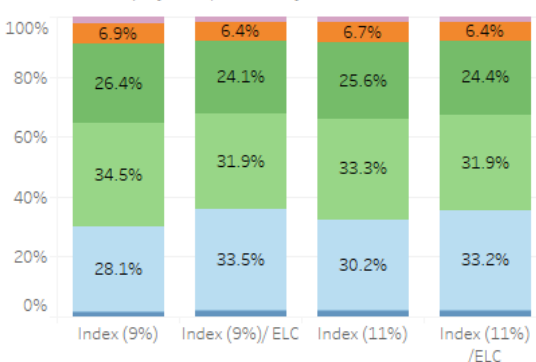


Figure 2.1 Share of CA public high school graduates (HSG), UC applicants (App), current statewide index applicants, and guaranteed admits by first generation status

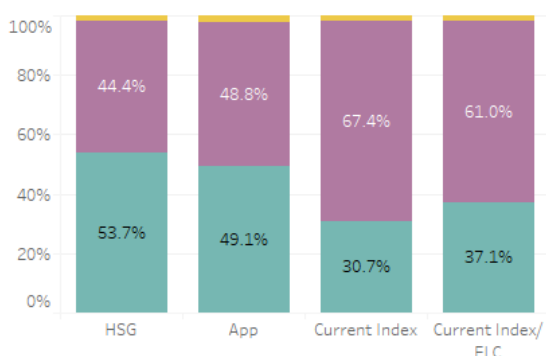


Figure 2.2 Model I: share of statewide eligible students based on HSGPA and # of A-G courses, and guaranteed admits (index + actual ELC students) by first generation status

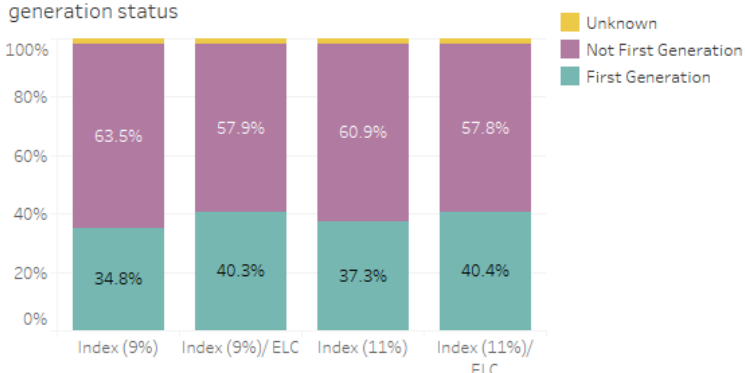


Figure 2.3 Model II: share of statewide eligible students based on HSGPA and # of honors courses, and guaranteed admits (index + actual ELC students) by first generation status

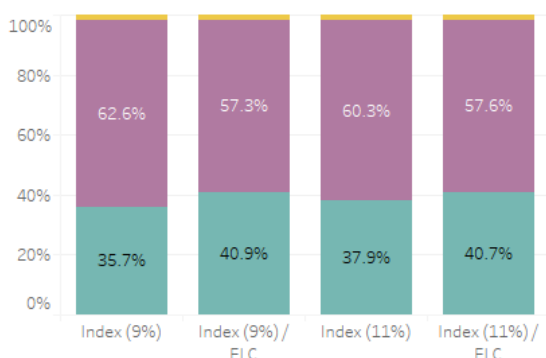
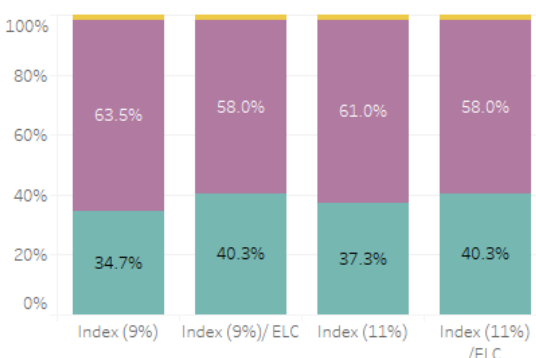


Figure 2.4 Model III: share of statewide eligible students based on HSGPA, # of A-G courses and # of honors courses, and guaranteed admits (index + actual ELC students) by first generation status



## New Index and Simulated Results

BOARS approved Model I at the January meeting, which is based on high school weighted, capped GPA and number of A-G courses students completed in Grades 9 to 11 and planned to take in Grade 12. A new statewide index was created based on this model (Table 3).

- Under the new “Index (9%)” models, the demographic makeup of eligible students would change quite bit. The share of eligible URG students increases by about four percentage points, from about 26 percent under the “Current Index” (see Figure 3.1) to over 30 percent (Figure 3.2). The share of first generation college students also increases by four percentage



points, from 30.7 percent under the “Current Index” (see Figure 4.1) to 34.7 percent (see Figure 4.2)

- With actual ELC students, the new guaranteed admission pool (“Index+ELC” in Figures 3.2 and 4.2) is more diverse as well. The proportion of URG and first generation applicants increases by about four percentage points.
- Tables 4.1 and 4.2 show eligibility status change of students by race/ethnicity and first generation status based on the current and new statewide indices. Proportionally, a lot more Asian (38.4 percent) and White (29.1 percent) students who were eligible under the current statewide index become ineligible under the new index, compared to 23 percent of URG students. Among those who were not eligible under the current index, but become eligible under the new index, about 63 percent are URG students, compared to 14 percent for Asian students and 8.9 percent for White students. By first generation status (Table 4.2), proportionally, fewer first generation students (29 percent) who were eligible under the current index are not able to meet the new index, while among those who were not eligible under the current index, but become eligible under the new index, 78 percent are first generation students. It is important to note that under the current index, 11 percent of CA public high school graduates are eligible for UC guaranteed admission, but the simulations were done based on the assumption that UC will only determine the top 9 percent of CA public school graduates. If we would use a revised version of the new index to select the top 11 percent of CA public school graduate, the pool would be even more diverse as showed in Figure 1.2 (Index (11%) and Index (11%)/ELC).
- Tables 5.1 and 5.2 present average GPA and number of A-G courses by race/ethnicity and first generation status for students whose eligibility status changed under the current and new indices. URG and first generation students who were not eligible under the current index, but become eligible under the new index have a slightly higher high school GPA when compared to the GPA of Asian, White and first generation students, but have a slightly lower number of A-G courses.

Table 3. New Index

GPA	# of A-G Courses
3.60-3.64	76
3.65-3.69	74
3.70-3.74	70
3.75-3.79	66
3.80-3.84	63
3.85-3.89	58
3.90-3.94	54
3.95-3.99	50
4.00-4.04	46
4.05-4.09	41
4.10-4.14	37
4.15-4.19	34
4.20-4.24	32
4.25 or above	30

Figure 3.1 Share of CA public high school graduates (HSG), UC applicants (App), current statewide index applicants, and guaranteed admits by race/ethnicity

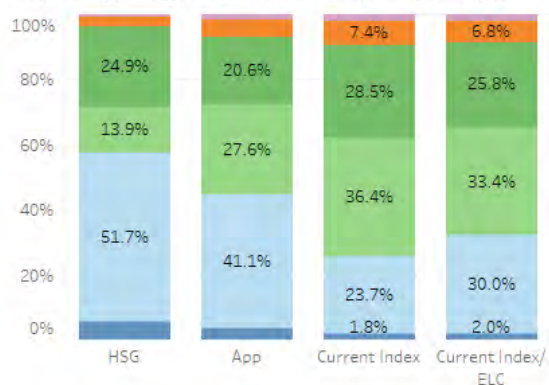


Figure 3.2 Share of statewide eligible students based on the new statewide index, and guaranteed admits (index + actual ELC students) by race/ethnicity



Figure 4.1 Share of CA public high school graduates (HSG), UC applicants (App), current statewide index applicants, and guaranteed admits by first generation status

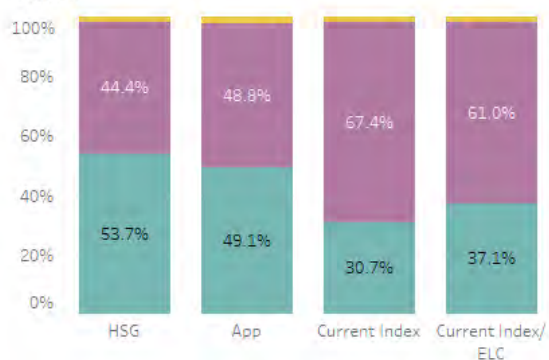


Figure 4.2 Share of statewide eligible students based on the new statewide index, and guaranteed admits (index + actual ELC students) by first generation status

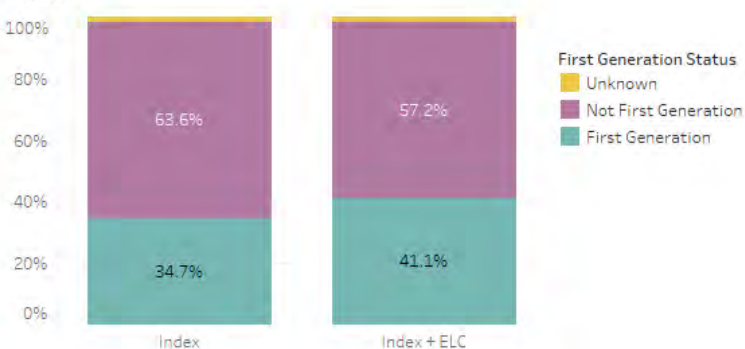


Table 4.1. Eligibility status change of students by race/ethnicity between the current and new statewide indices

Race/Ethnicity	No longer index-eligible	No longer index/ELC eligible	Newly index-eligible	Newly index/ELC eligible
African American	262	186	111	42
American Indian	18	15	5	3
Asian/PI	5,170	4,509	393	154
Hispanic/Latinx	2,794	1,715	1,912	556
White	3,921	3,448	248	153
Two or More	1,031	891	86	32
Unknown	276	252	22	10
Grand Total	13,472	11,016	2,777	950
African American	1.9%	1.7%	4.0%	4.4%
American Indian	0.1%	0.1%	0.2%	0.3%
Asian/PI	38.4%	40.9%	14.2%	16.2%
Hispanic/Latinx	20.7%	15.6%	68.9%	58.5%
White	29.1%	31.3%	8.9%	16.1%
Two or More	7.7%	8.1%	3.1%	3.4%
Unknown	2.0%	2.3%	0.8%	1.1%
Grand Total	100.0%	100.0%	100.0%	100.0%

Table 4.2. Eligibility status change of students by first generation college status between the current and new statewide indices

First Generation College Status	No longer index-eligible	No longer index/ELC eligible	Newly index-eligible	Newly index/ELC eligible
First Generation	3,913	2,553	2,169	642
Not First Generation	9,266	8,201	560	288
Unknown	293	262	48	20
Grand Total	13,472	11,016	2,777	950
First Generation	29.0%	23.2%	78.1%	67.6%
Not First Generation	68.8%	74.4%	20.2%	30.3%
Unknown	2.2%	2.4%	1.7%	2.1%
Grand Total	100.0%	100.0%	100.0%	100.0%

Table 5.1. Average GPA of students whose eligibility status changed based on the current and new statewide indices

Race/Ethnicity	No longer index-eligible	No longer index/ELC eligible	Newly index-eligible	Newly index/ELC eligible
African American	3.85	3.81	4.06	4.04
American Indian	3.84	3.82	4.03	4.01
Asian/PI	3.80	3.78	4.05	4.02
Hispanic/Latinx	3.87	3.83	4.07	4.04
White	3.82	3.80	4.05	4.03
Two or More	3.81	3.79	4.04	4.02
Unknown	3.80	3.78	4.05	4.05
Grand Total	3.82	3.80	4.06	4.04
First Generation Colle..				
First Generation	3.86	3.82	4.07	4.04
Not First Generation	3.80	3.79	4.04	4.03
Unknown	3.79	3.77	4.06	4.05
Grand Total	3.82	3.80	4.06	4.04

Table 5.2. Average A-G courses of students whose eligibility status changed based on the current and new statewide indices

Race/Ethnicity	No longer index-eligible	No longer index/ELC eligible	Newly index-eligible	Newly index/ELC eligible
African American	46.4	46.8	49.9	51.5
American Indian	46.2	46.0	50.0	54.0
Asian/PI	47.9	48.1	50.4	51.8
Hispanic/Latinx	45.8	46.6	48.8	50.2
White	46.9	47.2	51.2	52.7
Two or More	47.4	47.6	51.6	52.7
Unknown	48.0	48.4	50.0	52.7
Grand Total	47.1	47.6	49.4	51.0
First Generation Colle..				
First Generation	45.9	46.7	48.8	50.2
Not First Generation	47.6	47.8	51.6	52.9
Unknown	47.0	47.1	49.4	50.1
Grand Total	47.1	47.6	49.4	51.0

## 2. Nomination and election of the Vice Chair of the 2021-2022 Assembly [ACTION]

Senate Bylaw 110.A., which governs the election of the Vice Chair of the Assembly, states: “The Assembly elects a Vice Chair who is a Senate member from a Division other than that of the incoming Chair, to assume office the following September. The Academic Council submits a nomination. Further nominations may be made by the Assembly members from the floor, and on written petition by twenty-five Senate members. The Vice Chair also serves as Vice Chair of the Academic Council. The following year the Vice Chair becomes Chair of the Assembly and the Academic Council. Neither the Chair nor the Vice Chair may serve as a Divisional Representative.”

In accordance with Bylaw 110.A, the Academic Council submits its nomination of Professor Susan D. Cochran of UC Los Angeles as 2021-2022 Assembly Vice Chair. Professor Cochran was selected as the Council’s nominee at its March 31, 2021 meeting. Her qualifications and personal statement are as follows:

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### SUSAN D. COCHRAN

University of California, Los Angeles

#### ***Education and post-doctoral training:***

1969-1972 University of California, Los Angeles, A.B., Anthropology  
1976-1977 Loyola Marymount University, M.A., Counseling Psychology  
1977-1982 University of California, Los Angeles, Ph.D., Clinical Psychology  
1982-1984 American Cancer Society Post-Doctoral Fellow, UCLA School of Medicine  
1990-1995 Scientist Development Award Recipient, National Institute of Mental Health, Institute for Social Science Research, UCLA  
1993-1994 UCLA School of Public Health, M.S., Epidemiology

#### ***Principal Positions Held:***

1984-1985 Clin. Asst. Professor, University of Southern California School of Medicine  
1985-1996 Asst Professor—Professor, Dept. of Psychology, CSU Northridge  
1996-present Professor, Dept. of Epidemiology, Fielding School of Public Health, UCLA  
2000-present Professor, Department of Statistics, UCLA

#### ***University Service:***

***Departmental:*** Chair, MPH Comprehensive Examination Committee, 1996-2018; Vice-Chair, 2013-2015, 2020-2021; Chair, Personnel Committee, 2018-to present, elected position

***Fielding School of Public Health:*** Secretary, Faculty Executive Committee, 1996-1997; Service on various schoolwide committees including Student Affair Committee (Chair, 1997-1998), Committee on Community and Alumni Relations, Educational Policies and Curriculum Committee, Faculty Strategic Planning Committee, Computing Committee; Faculty Executive Committee, 2013-2015; Dean’s CEPH Accreditation Committee, 2019-

***Campus-level:*** Faculty Advisory Committee, Lesbian, Gay, Bisexual, and Transgender Studies, 1999-2016; (Chair, 1999-2004); Faculty Advisory Committee, Institute for Social Science

Research, 2001-2003; Faculty Advisory Committee, Williams Institute, UCLA School of Law, 2010-present; University Committee on LGBTQ Affairs, 2011-2012

***UCLA Academic Senate:*** Legislative Assembly, 1996-1998; Undergraduate Council, 2004-2006; Chair, Undergraduate Curriculum Committee, 2005-2006; Council on Planning and Budget 2009-2013, Graduate Council, 2013-2015; Graduate Council Executive Committee, 2014-2015; Co-Chair, Committee on Degree Programs, 2014-2015; Elected Chair of the Academic Senate, served as Vice-Chair (Chair-Elect), 2015-2016; Chair, 2016-2017, Immediate Past Chair, 2017-2018; Chair, Committee on Data, Information Technology, and Privacy, 2020-2021

***Senate representative-Joint Senate-Administration:*** Professor of Teaching Coordinating Committee, 2015-2016; Sustainability Executive Committee, 2016-2018; Steering Committee for Online Teaching & Learning, 2015-2017; Healthy Campus Initiative Steering Committee, 2015-2017; Information Technology Planning Board, 2016-2017; Financial Systems Replacement Initiative Executive Committee, 2018-present; Cyber-Risk Campus Planning Group, 2018-2020; Governance Oversight-Instructional Technology Board, 2019-2022; Instructional Design Workgroup (Pandemic Response), 2020-2021

***System-wide UC Academic Senate:*** Academic Council, 2016-2017; Academic Senate Assembly, 2016-2017; University Committee on Academic Computing and Communications (UCACC), 2019-2021 (Vice-Chair, 2020-2021); UC Working Group on RIMS (Research Information Management Systems), 2019-2021; Cyber-Risk Working Group, 2019-2020; Cyber-Risk Governance Committee, 2020-2021.

Chancellor's Award for Special Contributions to a Fair and Open Academic Environment. Presented by the UCLA Academic Senate, 2004.

## **Academic Senate Priorities and Challenges**

Susan D. Cochran

A major lesson from Covid-19 is that predictions of what the future might hold are, at best, ventured with a robust humility. Thus, it is with that in mind I share what I can see, if but hazily, of the near-term priorities and challenges for the Academic Senate. First, much of the Senate's business in next few years will be influenced by the as-yet uncharted post-pandemic world. We can expect budget challenges, as well as unrealistic expectations that we will be able to work magic with fewer resources. But pandemic experiences have also altered our shared sense of our world, including what is essential for knowledge creation and creative expression, the role of technology, the nature of work including the balance within shared governance, workforce development, and social cohesion and equity. These changes will create opportunities for the Senate who with others will seek to steer the University closer to desired goals. And it is this opportunity challenge that is a major reason for my decision to be considered for this position.

Many of the matters that will come before the Senate are of a longstanding nature, such as how will we meet our obligations as framed within the Master Plan and the regental bylaws of the University. The Senate, as the voice of the faculty, has a major role to play here in ensuring the highest 'quality of instruction, research, and public service at the University.'<sup>1</sup> First and foremost is to prioritize and support efforts that achieve equitable access to the university and its benefits

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<sup>1</sup>UCEP, 3/17/2011

both for those we will welcome as students, trainees, and faculty and for those already a member of the University family. Some Councils whose work is more outward facing, such as BOARS, draw closer scrutiny from our partners in this process: The Regents, the Governor, the legislature, and our higher education partners. Others have a more inward facing stance though even here there are likely to be points of friction. For example, the dropped SAT/ACT requirement, in process prior to the epidemic, and the dropped GREs by many graduate programs during the pandemic, challenges us to find new equitable and inclusive methods of prospective student evaluation. While the pandemic-fueled reliance on technology might seem to offer a pathway (via machine learning for example), algorithms predicting student success from prior school performance might paradoxically reduce equitable access. The pandemic has also accelerated faculty expertise in online education, research, and service. Calls for increasing the use of online technology are likely to accelerate but it is essential for the Senate to bring to this discussion lessons learned to ensure that high expectations for pedagogy, for example, are maintained. Faculty welfare concerns, such as the freedom to get care and work in health systems that are not restrictive, pandemic impact on families and childcare, COL/home ownership concerns, health plan offerings, reasonable compensation, retiree health and work expectations will persist and will be joined by new ones arising from a pandemic that has differentially challenged the faculty, especially those impacted most by family obligations and research disruption. It is the core responsibility of Senate Leadership to facilitate this important work by the many Senate Councils, workgroups, and divisional entities and to serve as the visible representative of the faculty's will.

The Senate's second major charge is upholding the principles of academic freedom. Here, too, the pandemic brought us new challenges. As the University relies increasingly on commercial technologies, it is critical that principles of free speech are protected from external business decisions. Infusions of new technologies have the potential both to enhance productivity *and* to create unanticipated barriers to innovation and inclusion, as well as intrusions of privacy. What before required careful monitoring will now call for creative solutions. We are up to this challenge; the pandemic and our rapid, creative, and flexible response to it is a testament to the strength of the faculty. As a past Chair of the Los Angeles Division and a member of systemwide workgroups and committees, I have shown myself to be a solid team player, a good listener but also a person of action and innovation. I will work diligently to represent the diversity of concerns among our 10 campuses and to strengthen the accomplishments of the Academic Senate systemwide.

**ACTION REQUESTED: The Assembly is asked to elect the 2021-2022 Assembly Vice Chair.**

**V. ANNOUNCEMENTS BY THE PRESIDENT**

- Michael Drake

**VI. ANNOUNCEMENTS BY THE PROVOST**

- Michael T. Brown

**VII. SPECIAL ORDERS**

**A. Consent Calendar [NONE]**

**VIII. UNIVERSITY AND FACULTY WELFARE REPORT [NONE]**

**IX. REPORTS ON SPECIAL COMMITTEES [NONE]**

**X. PETITIONS OF STUDENTS [NONE]**

**XI. UNFINISHED BUSINESS [NONE]**

**XII. NEW BUSINESS**